

Stage 3 - Plan Learning Experiences and Instruction

Note: How are you using technology as a teacher? How are your students using technology?

(W) .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(H) .2 Engage (**Hook**)

(E) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(R) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(E) .5 Formative Assessment - List the one's used in this lesson. (**Evaluate**)

(T) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(O) .7 Students will be able to ...(**Organize**), Product: Type II Technology, Number of Days:

[Recipes4Success Lesson Library](#). Here you will find exciting, standards-based lessons for Tech4Learning products. Each lesson includes step-by-step directions for both teachers and students, as well as links to high-quality examples, templates, and support resources.

Lesson 1

Consider the W.H.E.R.E.T.O. elements. (L)

(W)1.1 Students will understand that inferences are made from the data and conclusions need to be justified.(**Where**), Students will develop an understanding of immigration in history, trends in data and the effects on cultures. (**Why**), *Make inferences and justify conclusions from sample surveys, experiments and observational studies.*(**What**)

(H) 1.2 History is what shapes the world around us and data quantifies history for us. We will begin our journey of exploring immigration to America and how our data visualizes history for us.

(E)1.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration.(Equip), Students will research and develop ideas using a planning chart to develop purpose and a story map 2 to organize the details and key elements of the research. (**Explore**), Students will do a Think,Pair,Share to develop insight on the types of technology and how to use it effectively for this project. (**Experience**)

(R) 1.4 Teacher walks around the classroom listening, observing, and looking for misconceptions.

Students will be redirected when needed. **(Rethink)**, Students will submit a typed document with the three main reasons of their countries reason for immigrating for review and feedback. **(Revise/Refine)**
(E) 1.5 **Pre-assessment:** Knowledge Rating Guide. **Check for understanding:** Observation. **Timely feedback:** Teacher review and feedback. **(Evaluate)**

(T) 1.6 **Verbal-Linguistic:** Class discussion on immigration to America from different countries throughout history.

Logical/Mathematical: Look for a pattern in the hypothesized timeline.

Visual/Spatial: Create a hypothesized timeline from class discussion on the board.

Bodily/Kinesthetic: *Amazing Race game through school. As students return they will choose their immigrants country.*

Musical/Rhythmic: During Amazing Race game students will have to sing the 1st verse of *America (My Country 'Tis of Thee)*.

Intrapersonal: Research their chosen immigrants to find major time frame of migration and 3 main reasons they immigrated.

Interpersonal: Peer tutoring, helping a partner with process of research and data collection.

(O) 1.7 Students will begin obtaining information on their immigrants and why they immigrated to America. **(Perspective)**, **Product:** Graphic organizer, **Number of days:** 3-4 days

Lesson 2

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 2.1 Students will understand that inferences are made from the data and conclusions need to be justified. **(Where)**, Students will develop an understanding of immigration in history, trends in data and the effects on cultures. **(Why)**, *Make inferences and justify conclusions from sample surveys, experiments and observational studies.* **(What)**

(H) 2.2 A challenge to demonstrate an understanding of the causes and effects of immigration throughout history and how it connects to Maine.

(E) 2.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration. **(Equip)**, Students will collect products to include in a digital journal that will depict the plight, journey to America, and life in America, as snapshots over time. **(Explore)**, Students will do a Think, Pair, Share to develop an outline for their journal. **(Experience)**

(R) 2.4 Teacher will lead and drive the discussion for students. **(Rethink)**, Students will submit digital journal periodically for teacher to review and provide feedback. **(Revise/Refine)**

(E) 2.5 **Pre-assessment:** Quickwrite. **Check for understanding:** Observation. **Timely feedback:** Teacher review and feedback. **(Evaluate)**

(T) 2.6 **Verbal-Linguistic:** Students will discuss options for digital journaling and how to get started.

Visual/Spatial: Students will begin to outline journal ideas from research.

Bodily/Kinesthetic: Students will have the opportunity to role play emotions depicting the journey of their immigrants.

Musical/Rhythmic: Students will find music from the time period researching.

Intrapersonal: Internet research - self paced

Interpersonal: Peer tutoring with software needs.

Naturalist: Students will be encouraged to use technology tools outside of class time to allow access to

interactive communication tools to help students address questions during homework.

(O) 2.7 Students will create a digital journal to demonstrate an understanding of the causes and effects of immigration to America. (**Empathy**), **Product:** Student Choice (Keynote, Powerpoint, Word, etc...),

Number of days: 3 days

Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

(W)3.1 Students will understand that to interpret data it needs to be organized and presented in graph form. (**Where**), Students will understand the need to organize data and represent it in a graph. (**Why**), *Summarize, represent and interpret data on two categorical and quantitative variables.* (**What**)

(H) 3.2 Create an emotional connection to immigrants by role-playing a situation about their plight.

(E)3.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration. (**Equip**), Students will investigate the software Inspiration to create a storyboard outline. (**Explore**), Students will write exit slips stating their strengths and weaknesses with the software Inspiration. (**Experience**)

(R) 3.4 Students will drive discussion and investigation of the software after teacher models it. (**Rethink**), Students will collaborate with peers and also self evaluate their own product. (**Revise/Refine**)

(E)3.5 **Pre-assessment:** Jigsaw. **Check for understanding:** Observation. **Timely feedback:** Peer edit and self evaluation. (**Evaluate**)

(T) 3.6 **Verbal-Linguistic:** Students will teach each other important concepts of the Inspiration software. **Logical/Mathematical:** Students will identify if their is a pattern in their findings, cause and effect relationships.

Visual/Spatial: Visual would be the result of the word sort (kinesthetic activity).

Bodily/Kinesthetic: Activity of cause and effects of immigration, like a word sort.

Intrapersonal: Research on Inspiration software and continued research on immigrants and country of origin.

Interpersonal: Peer-tutor software

(O)3.7 Students will be able to predict trends based on the research. (**Interpret**), **Product:** Inspiration

Number of days: 2 days

Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that to interpret data it needs to be organized and presented in graph form. (**Where**), Students will understand the need to organize data and represent it in a graph. (**Why**), *Summarize, represent and interpret data on two categorical and quantitative variables.* (**What**)

(H) 4.2 Challenge to take the individual immigration data and create the best visual display.

(E)4.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration. (**Equip**), Students will learn how to organize data using a graphing calculator. (**Explore**), Students will use a Knowledge Rating Guide to self-assess their understanding. (**Experience**)

(R) 4.4 Determine which type of graph best displays the data. (**Rethink**), Students will obtain teacher

and/or peer feedback in determining which graph should be chosen. **(Revise/Refine)**

(E)4.5 Pre-assessment: Observations of graph choices. **Check for understanding:** Observation posing questions. **Timely feedback:** Peer and/or teacher feedback. **(Evaluate)**

(T) 4.6 Verbal-Linguistic: Use KRG to do a Think, Pair, Share.

Logical/Mathematical: Use knowledge of graphs to create an appropriate visual display and transpose from software to paper.

Visual/Spatial: Determine which graph best displays the data.

Musical/Rhythmic: Create a verse about the immigrants and the quantity that came to America and why.

Intrapersonal: Research to see if you can find peak in migration over a ten year period.

Naturalist: Continue to maintain journal about immigration unit to include the numbers of immigrants.

(O) 4.7 Students will be able to make conclusions from the data. **(Explain), Product:** Student Choice (Numbers, Excel, TI-83 Calc, or other) **Number of days:** 2 days

Lesson 5

Consider the W.H.E.R.E.T.O. elements. (L)

(W)5.1 Students will understand that a regression equation will model the data, help compare data and solve problems.**(Where)**, Students will develop an understanding of how to interpret a best fitting model for the data.**(Why)**, *Summarize, represent and interpret data on two categorical and quantitative variables.***(What)**

(H) 5.2 What variables are associated to immigration? Can you approximate a correlation coefficient from your data?

(E)5.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration.**(Equip)**, Students will understand understand linear regression models and how to obtain the equation from a graphing calculator. **(Explore)**, Students will do a quick write to recall background knowledge of "lines of best fit". **(Experience)**

(R) 5.4 Students will have a class discussion about association and correlation. **(Rethink)**, Teacher will walk around the room listening for misconceptions and remedy them when discovered. **(Revise/Refine)**

(E)5.5 Pre-assessment: Quick write. **Check for understanding:** Review quick writes. **Timely feedback:** Conference with teacher to check understanding. **(Evaluate)**

(T) 5.6 Verbal-Linguistic: Discussion about how you can use data to make predictions and solve future problems.

Logical/Mathematical: Calculate a regression equation algebraically from data.

Visual/Spatial: Visually display the data with an extension, in years, to approximate future predictions from the model.

Musical/Rhythmic: Create a tempo in Garage Band that is mood setting for your data, which will be incorporated into your final project.

Interpersonal: Get feedback and collaborate with classmates about your creation in Garage Band.

Naturalist: Maintain journal about immigration unit.

(O)5.7 Students will be able to create and present the data in graphical form. **(Apply), Product:** TI-83 Graphing Calculators , **Number of days:** 2 days

Lesson 6

Consider the W.H.E.R.E.T.O. elements. (L)

(W)6.1 Students will understand that a regression equation will model the data, help compare data and solve problems.(Where), Students will develop an understanding of how to interpret a best fitting model for the data.(Why), *Summarize, represent and interpret data on two categorical and quantitative variables.*(What)

(H) 6.2 The social studies department would like a digital timeline about immigration to use in their teaching, the challenge is to create a timeline that students can emotionally connect to.

(E)6.3 Students will know the important events and information about the people, gain a knowledge of the history of the immigrants, and the cause and effects of immigration.(Equip), Students will explore complete an guided activity while on a virtual fieldtrip. (Explore), Students will participate in a virtual fieldtrip about immigrants and their journey. (Experience)

(R)6.4 Students will use their digital journal to form an outline for their immigrant timeline. (Rethink), Teacher will walk around the room conferencing with students as they connect and organize their research for their final project. (Revise/Refine)

(E)6.5 **Pre-assessment:** Think, Pair, Share on software for creating a digital timeline. **Check for understanding:** Create Venn diagram with top 2 or 3 software ideas that came from the Think, Pair, Share. **Timely feedback:** Class Discussion. (Evaluate)

(T) 6.6 **Verbal-Linguistic:** Collaborate with peers about final project ideas and outline.

Logical/Mathematical: Mathematical model will be incorporated into Capzle, student will be able to make predictions from graph.

Visual/Spatial: An appropriate graph will need to be incorporated into Capzle project depicting immigration trends over a 10 year period.

Bodily/Kinesthetic: Student will present final project.

Musical/Rhythmic: Music and creation in Garage Band will be incorporated into final project/presentation.

Intrapersonal: Outline and self evaluation will be given to teacher after presentation.

Interpersonal: Research and peer tutoring on Capzle software.

Naturalist: Final journal entry after presentation of project to include a reflection about the project and feedback for the teacher.

(O) 6.7 Students will be able to analyze the data. (Self Knowledge), **Product:** Capzle, **Number of days:** 3 days

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